Instructor: Deborah Conners
Office: Loeb C763
Phone: 613-257-1900 (cell). Calls preferred over texts.
Email: Deborah_Conners@carleton.ca
Office hours: Tuesday, 10:30am to 11:20am or by appointment or chance

Teaching Assistants: Sarah Fiander sarah.fiander@carleton.ca
Warren Clarke WarrenClarke@cmail.carleton.ca

Course Description
Welcome to Community Engaged Sociology! As you will discover, this course is very different from most of the courses you have taken so far in your undergraduate degree. We will not be merely studying community engaged sociology, we will be doing it! This course will not be heavy in readings and lectures; rather it will provide you with opportunities to learn while engaging with the community in different ways. For example, we will have opportunities to be in spaces where we can see social processes unfolding. Rather than reading about social problems, we will meet people who have experienced or witnessed them directly.

This is a team-based course. The class will be divided into three 7 to 9 person teams that will each work with the instructor or a graduate student team leader. Each team will work in partnership with a community organization. The three community groups that will be working with us this term are: A Way Home Ottawa, The Criminalization and Punishment Project and the Ottawa Men’s Refuge. You will be learning about the social problems that these groups are working to address as well as helping them by working on projects that directly advance their goals. The particular readings, activities and assignments will vary depending on the team, although each team will perform about the same amount of work.

We expect this course to be exciting and rewarding as well as demanding commitment, time, and team work. This being said, much of the team work will be done in class time with your team leader and with the support of the instructor. Individual assignments based on ‘book learning’ are positioned outside class time. If you have any suggestions or issues you want addressed as we go along, please let us know and we will do our best to address them. Past years’ students have said that this course was a unique opportunity to apply what they had learned
in their sociological training and to gain ‘real-world’ skills. We are certain that those who are prepared to put in the effort will have an extremely rewarding experience!

This course relies on your presence in class and at other events to (i) have the experiences of engagement with the social issue you are studying that are provided in class time, and (ii) to be part of the work being done by your team. Attendance and participation in class is necessary in order for you and your classmates to complete the course successfully.

Course Learning Objectives
By the end of the course, you will be able to:

1. Describe a specific current social justice issue and the approaches being taken to confront this issue in Canada.
2. Understand and describe the gaps that can exist between stereotypical understandings of a social issue and the lived realities of people experiencing those issues.
3. Engage productively with a team while contributing to a positive team experience.
4. Design and conduct a small social action intervention in concert with others.
5. Design an interview and create a short video to present a key perspective from that interview.
6. Communicate in an engaging and persuasive way with a non-academic audience.
7. Use reflection to improve your teamwork and social advocacy skills.

The Organizations

A Way Home Ottawa
A Way Home Ottawa is a community-wide coalition, co-led by youth with lived homelessness experience, and service providers aimed at preventing and ending youth homelessness through strategic planning. This semester the organization plans to partner with the Housing Locator and local landlords in the Ottawa area to increase the possibility for homeless youth to gain access to affordable housing. Students working with A Way Home Ottawa will play a key role in adding value in this initiative by (i) understanding the context of youth homelessness and housing context in Ottawa (ii) working alongside the A Way Home Ottawa staff, to gain landlords for an organized meet and greet session with the youth who are transitioning out of homelessness (iii) conducting interviews with two A Way Home Ottawa staff and/or people who have experienced homelessness (iv) producing an educational and promotional video to further recruit landlords after the semester, contributing to making this a sustainable program.

The Criminalization and Punishment Project
The Criminalization and Punishment Education Project (CPEP) is a non-profit working group started by students and professors from Carleton University and the University of Ottawa. Two initiatives CPEP members are currently working on include the ongoing campaign against deplorable conditions at the Ottawa-Carleton Detention Centre (OCDC), and the #NOPE (‘NO on Prison Expansion’) initiative to put an end to prison construction projects in Canada. Students on this team will assist CPEP members in planning and carrying out various community outreach events throughout the semester that will seek to educate members of the public about the many diverse problems associated with building a new jail in Ottawa. Students will also work
collaboratively with CPEP members to research possible alternatives to contemporary punishment and imprisonment practices.

**The Ottawa Men’s Refuge**
The Ottawa Men’s Refuge (OMR) is a new organization working to educate the public about intimate partner violence with a focus on male-identified victims. The organization will soon be providing a phone line referral service to assist people in locating resources for men affected by intimate partner violence. Other services are in the planning stages. The OMR is a trans-inclusive organization with a strong commitment toward inclusion of all masculine-identified people seeking services. The students on this team will design and complete an advocacy project to increase awareness of the organization’s work. Students will also break into two video crews to interview two people with lived experience or who work with the organization on the issue. Students will use the interviews in their individual sociological analysis and each crew will make a 1 minute long video for the organization to use in their efforts.

**Required Readings**
Each group has a specific set of readings which are posted on CU Learn.

**Course Activities and Evaluation**
In creating the evaluation criteria for this course I have tried to break down the marks sufficiently for you to see where the marks are allocated. However, this means that that you may, at first glance, see a rather overwhelming list of deliverables! Please note that the entire video project may be completed in class time and the project for the organization also has significant class time allocated to it. While the student teams will be invited to participate in activities of the organizations they are working with outside of class time, it is understood that students may have scheduling conflicts with specific events. A few (negotiated) scheduled activities will require your attendance, such as the filming of your interviewee. The final class presentation is a team project and will require preparation time outside of class. The main individual assignment to be done outside of class time is your cuPortfolio.

**Submissions by week (Schedule to be confirmed for each team in consultation with organization):**

<table>
<thead>
<tr>
<th>Submitted to</th>
<th>Week</th>
<th>Assignment</th>
<th>Worth</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>cuPortfolio</td>
<td>Weeks 1 through 12</td>
<td>Story of the term</td>
<td>30%</td>
<td>Weekly</td>
</tr>
<tr>
<td>CU Learn</td>
<td>Week 4</td>
<td>Interview questions (group)</td>
<td>1%</td>
<td>Oct. 1</td>
</tr>
<tr>
<td>CU Learn</td>
<td>Week 7</td>
<td>Transcription of video (group)</td>
<td>1%</td>
<td>Oct. 13</td>
</tr>
<tr>
<td>cuPortfolio</td>
<td>Week 9</td>
<td>Advocacy Project</td>
<td>30%</td>
<td>Nov. 10</td>
</tr>
<tr>
<td>cuPortfolio</td>
<td>Week 11</td>
<td>Video Project</td>
<td>18%</td>
<td>Nov. 24</td>
</tr>
<tr>
<td>In class</td>
<td>Week 12</td>
<td>Team presentation</td>
<td>10%</td>
<td>Dec. 1</td>
</tr>
<tr>
<td>cuLearn</td>
<td>Week 12</td>
<td>Participation assessment - self and team</td>
<td>10%</td>
<td>Oct. 13/Dec. 1</td>
</tr>
</tbody>
</table>

*A note about deadlines:* This is a fast moving course and each piece builds upon the others. As well, your work makes a contribution needed for your team to move forward. Please take the time at the beginning of the term to look at your overall schedule and make space to do each assignment (for this course and your others) in the
expected time frame. If you find an issue (e.g., you have assignments due in every course in the same week) talk to your team leader immediately for some help in problem solving. The tightest turnaround is for the transcription, which is a group project and must be ready for our Oct. 11 class. If you find yourself at risk of not making a deadline during the term, negotiate this with your team and team leader so that the work can get done to everyone’s satisfaction. Life happens, but the more advance notice your team has, the better opportunity for them to help solve the problem of how the work can still proceed in a timely way. These conversations can even be an opportunity for an improvement in the approach being taken. Your team leader will note, with your input, the impact (negative or positive) your missed deadline had on the team’s work and therefore what impact it should have on your mark.

**cuPortfolio**

cuPortfolio enables students to create an on-line and enduring record of audio, visual and textual material. The goal of your cuPortfolio this term is to document, analyse and reflect on your experience of the course activities, most of which will be done in teams. Your portfolio is your individual space for thinking through the issues your team is addressing. You will submit your cuPortfolio at four points during the course as you build your final product. Your cuPortfolio site will remain available for you as a record of your work after this course. You will have access to it, and will be able to modify it, to support future school or job applications or projects.

More information on how we will utilize cuPortfolio is contained in the assignment descriptions below.

**Assignment Descriptions:**
All assignments will be submitted on cuLearn.

1. **Interview Questions**

   Each film crew will develop a set of interview questions for their interviewee with the support of their team leader. These will be submitted as a group project through the CU Learn Grade Book.

2. **cuPortfolio: Story of the Term**

   I have created a template for your cuPortfolio website. There are five tabs in the template as described below. Your portfolio should tell a story to someone unfamiliar with the university or the course. Imagine you are using your portfolio as part of a job application. You want to engage your reader in understanding the exciting work that you did as part of your team, document your participation, and demonstrate the skills you learned as well as reflect on the issues. The components of your cuPortfolio relate to the course learning objectives. I have identified which objectives are the focus of each part of the portfolio. Please review these objectives before submitting each component of the portfolio. Use APA formatting as appropriate. You will submit your portfolio for review and marking at weeks 2, 4, 7, and 12.

   **A. Introduction (Week 2)**

   Create an engaging description of course and organization you are working with and how you got involved. Say a bit about your background and the skills you bring. What do you anticipate learning? Include pictures and other artifacts. This assignment contributes to course objective #6.

   **B. The Project (Week 4)**
Present the project (advocacy efforts and video) that you are working on in a way that ensures your reader understands the big picture of the intervention. What issues are you addressing? What intervention are you making? How is your intervention intended to make a difference regarding the issue? How is your team going to work together to make this happen? What potential problems have you identified and how will you deal with them? This page in your portfolio should give your reader an understanding of the steps you are taking in your project and why each step is being done. This assignment will document the steps in designing a social intervention, including creating a video and contributes to course objectives #3, 4, 5, and 6. Minimum of 500 words. You may include project plans done by the group as artifacts (not part of the 500 words).

C. Weekly Journal
Each week after class, document your experience in your weekly journal. For example, in week 1 describe the three organizations and projects and your response. Which team did you pick and why? In week 2 summarize the reading discussion and your learnings. Throughout the term, document your participation in the course (get others to take photos of you and take photos of others), your team process and how your project is meeting its intended goals. (Or not!) Refer to your learnings from the mini-workshops on team process. Include pictures, videos, and other artifacts. If you take pictures from the web, make sure that they are not copy-written material. This assignment specifically contributes to course objectives #1, 2, 3, 6, and 7. I expect 250 to 350 words (or more) as well as pictures in each journal entry. (Exceptions: weeks 2, 3, and 7 can be shorter as you are doing other submissions.) In weeks 8 and 9 there is an option to respond to a question based on sociological theory that will be posted in cuLearn.

D. Literature Meets Experience (Week 7)
This is the only formal essay style assignment in the course. Please use APA formatting. This assignment contributes course learning objectives #1, 2, and 6.

The Literature Meets Experience page builds on your practice in writing papers based on literature and gives you an opportunity to bring the literature into conversation with your experience of working on a social issue. Rather than spending time doing research in the library, you will be working on the issue in real-time. (Of course, you may also do literature-based research beyond the assigned course readings to enhance your understanding.) In this assignment you are asked to (i) describe the social issue you are working on and the approaches being taken to confront this issue in Canada, and (ii) identify the alignment and gaps between what the literature says and your experience of working on this issue.

Identify three points that you found of interest in the literature and in your experience of working on the social issue so far. Ideally, one of the 3 points will highlight something that you are experiencing in your work with the organization that in some way challenges what the literature says. You can ask yourself: How does the organization address concerns that I found in the literature? Are there gaps in what the organization is doing or in what the literature addresses? You may run your ideas past your team leader to ensure that you are on the right track. Your assignment should address three areas: (i) what the literature says about the 3 points you identified, (ii) what your experience of working on the issue tells you about these 3 points, (iii) an analysis of the literature in light of your experience (how the literature
and your experience align and where they don’t and what you think about that). Your Literature Meets Experience page should have an introduction and a conclusion. Include artifacts that support your analysis such as pictures, short video of yourself talking (cuPortfolio does not have a large storage capacity, but you can embed links), cartoons, and graphic comics. Please discuss your ideas with your team leader! A rubric will be posted on cuLearn.

E. Team Process and Community Engaged Learning Reflection (Week 12)
This reflection is an informally written paper (correct spelling and grammar required) and is intended to provide you the opportunity to reflect on your team process and the outcomes of your community service-learning experience. In approximately 600 words, reflect on what went well in the project, the biggest struggle(s), as well as what you have learned throughout the process of working with your team and community organization. Think of this assignment as the ‘conclusion’ of the story you are telling in your portfolio, drawing together all the earlier material that you posted in your portfolio. This is not meant to be a formal essay so you do not need a thesis statement or make a structured argument. Also, remember to rely on “I” statements as this is a personal reflection. You are encouraged to embed artifacts in this page as you are doing in the rest of your portfolio. This assignment contributes to course learning objectives #6 and 7.

3. Advocacy Project
Each team will undertake a unique project for their organization. Team evaluation of this project will be based on (i) feedback from the organization on how well the project meets their needs and (ii) the organization’s and team leader’s experience of the process and the product. You will document and reflect on your experience of the project in your cuPortfolio submissions which will comprise your individual component of the project. A rubric is posted on cuLearn.

4. Video Project
Each team will divide into two film crews of 3-5 students for the video projects. The project will involve videotaping an interview with a person identified by your organization as having had significant involvement in the issue or their work. An edited video of approximately 1 minute will be created. Training and equipment will be provided by the Media Production Centre on the 6th floor of Southam Hall and we will meet there for trainings. Most if not all of the team work on this project can be completed in class time. The full 30 minute interview will be transcribed by the students (each taking a section). The transcript will be used to create the ‘storyboard’ or script for the final video as well as providing reference material for your portfolio. Team evaluation of this project will be based on feedback from the organization regarding how well the video meets the needs of the organization and the team leader’s analysis of the process and product.

5. Participation Assessment
At the mid-point and the end of term, you will complete a participation self-assessment and assessment of your team members. These assessments will form the basis of your participation mark with additional input from your team leader and your colleagues. A rubric will be posted on cuLearn.

6. Team Presentation
Each team will present their project experience to the rest of the class on the final day of the course (Friday, December 9). Team presentations will be 15 to 20 minutes plus questions and comments to a maximum of 30
minutes. Each member of the team should actively participate in the presentation. Creativity is welcomed!! Remember to take pictures during the term to use in your presentation! A rubric is provided in cuLearn.

**YOUR FEEDBACK ABOUT THE COURSE:** If you have any suggestions about the course, they are helpful and are encouraged at any time, and will count towards your participation mark. You do not need to wait until the course evaluation. Feedback is much more useful if it happens DURING the course. I have incorporated a number of students’ suggestions in the past.

**Course Grades**

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>Below 50</td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
</tr>
<tr>
<td>ABS</td>
<td>Student absent from final exam</td>
</tr>
<tr>
<td>DEF</td>
<td>Deferred (See above)</td>
</tr>
<tr>
<td>FND</td>
<td>(Failed, no Deferred) = Student could not pass the course even with 100% on final exam</td>
</tr>
</tbody>
</table>

**Carleton University Obligatory Announcements:**

**Academic Regulations**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

[http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html](http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html)

**Academic Accommodations**

**For Students with Disabilities:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting
accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall exam period is November 10, 2017 and for the Winter exam period is March 9, 2018.

**For Religious Obligations:**
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

**For Pregnancy:**
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism**
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

**What are the Penalties for Plagiarism?**
A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

**What are the Procedures?**
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

**Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.** Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting
another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: www.carleton.ca/wts

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/
This schedule is subject to change depending on opportunities arising in the community work of our partner organizations.

<table>
<thead>
<tr>
<th>Week 1 – Sept. 8</th>
<th>Week 2 – Sept. 15</th>
<th>Week 3 – Sept. 22</th>
<th>Week 4 – Sept. 29</th>
<th>Week 5 – Oct. 6</th>
<th>Week 6 – October 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Course intro</td>
<td>-Leadership wksp</td>
<td>-Group process</td>
<td>-Conflict resolution</td>
<td>Teams: Interviewing/ Filming –</td>
<td>-Work on project for organization</td>
</tr>
<tr>
<td>-Intro cuPortfolio</td>
<td>(Warren) Team meetings:</td>
<td>wksp (Deborah)</td>
<td>wksp (Sarah) Teams:</td>
<td>scheduled as per availability of</td>
<td>-Team discussion on sociological</td>
</tr>
<tr>
<td>(bring computer)</td>
<td>-Reading discussion</td>
<td>Meet with organizations – discuss issues and project, create plan and timeline</td>
<td>Interview ‘how to’ and questions</td>
<td>crew and interviewee</td>
<td>insights (30 minutes)</td>
</tr>
<tr>
<td>-Intro projects &amp;</td>
<td>-Project planning</td>
<td>-Workshop at MPC: How to use video gear (12:30 – 2:25)</td>
<td>-Workshop at MPC:</td>
<td>-Mid-course feedback to team leaders</td>
<td></td>
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<tr>
<td>organizations</td>
<td>-Choose roles for</td>
<td></td>
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<tr>
<td>-Creation of</td>
<td>video</td>
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<tr>
<td>teams; meet times; short project meeting</td>
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<tr>
<td>-Team photos</td>
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**Submissions:**
- cuPortfolio: Intro
- cuPortfolio entry: The Project
- cuPortfolio entry: The Project questions (team)
- Transcription of video (team submission)

**Outside of class (for indication only – not definitive):**
- cuPortfolio entry: introduction
- cuPortfolio entry: Volunteer time
- cuPortfolio entry: Project work
- cuPortfolio entry: Begin work on project(s)
- cuPortfolio entry: Volunteer time
- cuPortfolio entry: Project work
- cuPortfolio entry: Finalize interview questions (group)
- cuPortfolio entry: Project work
- cuPortfolio entry: Project work
- cuPortfolio entry: Transcribe
- cuPortfolio entry: Review transcription for parts to be included in video

<table>
<thead>
<tr>
<th>Week 7 – Oct. 20</th>
<th>Week 8 – Nov. 3 (POST BREAK)</th>
<th>Week 9 – Nov. 10</th>
<th>Week 10 – Nov. 17</th>
<th>Week 11–Nov. 24</th>
<th>Week 12 – Dec. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class: ‘Telling a Story’ workshop</td>
<td>-Editing Workshop at MPC and time in editing suites (11:35 – 2:25pm)</td>
<td>-Time in editing suites (Booked: 11:35 – 2:25)</td>
<td>-Skype with org. to review draft video</td>
<td>--Finding your passion in social justice work (Workshop) Sociological insights discussion</td>
<td>-Team Presentations</td>
</tr>
<tr>
<td>- Video script design and presentation</td>
<td>-Check in re project for organization</td>
<td>-Check in re project for organization</td>
<td>-Time in editing suites to finalize video (Booked: 11:25 – 2:25)</td>
<td>-Finalizing team presentations</td>
<td></td>
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<tr>
<td>-Check in re project for organization</td>
<td></td>
<td></td>
<td>-Prep team presentations</td>
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</tbody>
</table>

**Submissions:**
- cuPortfolio entry: Literature meets experience
- Project for organization
- Draft video
- Final video
- cuPortfolio submit

**Outside of class:**
- cuPortfolio entry: Project work
- cuPortfolio entry: optional experience meets theorist focus
- cuPortfolio entry: Preparing if needed
- cuPortfolio entry: Finishing projects
- cuPortfolio entry: Prep team presentation
- cuPortfolio entry: Finalize team presentation
- cuPortfolio entry: course reflection